

CHURCH SPONSORED CAMPING

Presentation Submitted in Partial
Requirement of Chaplain Reserve Command
and General Staff Course

By
Chaplain Paul E. Stanek, Jr.
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I. INTRODUCTION AND PURPOSE

The main purpose of this paper is to fulfill the writing requirements of the Chaplain Reserve Command and General Staff Course of the United States Army Reserves. The second purpose of this presentation is to research the ministry of church-sponsored camping.

This paper will limit itself to a Christian philosophy of a primitive church-sponsored youth camp program. The areas to be covered are: Philosophical Reasons for Church-Sponsored Camping; Characteristics of Leadership; The Test of Leadership; and Leadership Enlistment. Another reason for limitation of the presentation is availability of resources, time, and space allotted for the above writing requirement.

The author feels that a Post Chapel-sponsored camp program can be a vital extension of the Post Chapel outreach ministry. A church-sponsored camp program will help meet the spiritual, physical, social, mental and emotional needs of people. Meeting the needs of the total person is a goal of the ongoing church. The purpose of the Post Chapel is to minister to the needs of the servicemen and their dependants. A Post Chapel-sponsored camp program will help to develop Christian maturity and other skills in people. Christian camping will provide the Post Chapel with a new means to minister to the whole person and to his family at large.

II. PHILOSOPHICAL REASONS FOR CHURCH-SPONSORED CAMPING

Christian camping is centered around the core of living. Camping is living together. Church camping is living together with and related to Christian values. Secular camping deals with relationships of man to man and man to nature. Christian camping deals with earthly relationships as well as the man to God and God to man relationships. It is the vertical relationship that makes evangelistic church camping different from secular camping. This calls for relationship--Christian relationship. This is where the Christian counselor comes in. It is more important that the leader be a missionary-minded Christian than that he possess many camping skills. It is imperative that the leader is willing to live the life before his campers rather than to preach at them about how to live. The Bible becomes the handbook to guide, to direct, and to enrich the total camp life.

For about a half century the church has been building and operating various types of youth camps. Their programs were generally set up like those of Sunday School extension programs with workshops, seminars, and so forth. These camps are usually situated in the country, but their programs and methods don't need an out-of-door setting.

But note that living together is related to the out-of-doors, God's handiwork. The problems of living are worked out in nature; food is cooked, shelter is built, group cooperation is called for, fun and recreation are had, and worship is experienced with others. All this is done in the out-of-doors.

What are some of the values of a camp enterprise? A camp program helps a person to realize his dependency on nature. He comes to the realization that the aspects of nature have a direct bearing on his way of life. A camp program also helps a person to realize his independence from nature. He can learn from camping that the modern facilities of technology have made life so much more convenient and comfortable. A camp program helps an individual to realize his dependency on other people. Furthermore, a camp program helps an individual to realize his independence. In an outdoor setting a person has to make his own decisions.

Human concern is generated in an outdoor setting. People become attached to one another and grow together. These are the values that a camp program can give to individuals and to groups. These values are objectives in secular camping as well as in Christian camping.

What are the additional values that evangelistic church camping have? There is an awareness of God's presence. One doesn't have to be in a camp situation to see and feel the presence of God. However, in a camp situation one has a better opportunity to see and feel God's presence through the happenings of the things about him. One can feel the Christian fellowship and concern by being with Christian people. There is also an awareness of man's dependence upon God. In the outdoors man becomes aware of his finiteness and the greatness of the Creator. He senses that there is something greater than he and that he is a part of a larger program that is beyond comprehension. Becoming aware of dependency upon God provokes worship and praise. One learns that he is not alone, but that there is someone who cares.

Church camping promotes Christian stewardship. Camping can help the individual learn how to live with other Christians through whom the Holy

Spirit is functioning. One learns to function as a person and as a part of a Christian community. Christian character is also developed. In a church camping program one learns love, patience, and understanding of others. Sharing himself in a Christian environment, he finds self identity and purpose. Stewardship of environment is learned. In church camping one can learn to appreciate God's world. One learns to conserve wildlife and other resources. God has placed man upon earth to have dominion over it and to care for it. Stewardship means taking care of what God has placed before us.

A camper gains a sense of human worth. Through cooperation in camp living one learns the worth and values of those who are different than he. One learns that he is a part of God's family and that he is not really separated by various cultures. Campers learn the humanness of one another in God's program. They learn that all have worth to God. Christian kinship is also cultivated. In an evangelistic camp program one learns to be concerned about the welfare and spiritual condition of their comrades. Through this concern and expression for one another, a real sense of kinship with Christ is present and developed.

The objectives and values of Christian camping go beyond those of secular camping, thus a special type of leader is necessary. A carnal, worldly-minded man who is unsaved cannot provide the extra qualifications to the Christian camping program. The objective does have a part in determining what kind of leader is called for. A soul-winning, Holy Ghost filled Christian is a necessity.

III. CHARACTERISTIC QUALITIES OF LEADERSHIP

The success of a church camping program depends almost entirely upon the leader. Without the skilled and trained personnel, the finest and most expensive camping equipment and facilities are often ineffective and useless. Leadership is what brings success to a church program. Leadership is the program.

Mr. L. L. McDonald, a former director of the camping department of the Boy Scouts of America, said,

Of the many essentials of an organized camp, leadership is a paramount. Equipment, improvements, and natural advantages of the campsite are far outweighed in importance by the leadership and personnel which direct the activities and provide for the welfare of the campers and guests.¹

A church camp program is more than facilities, promotions, adventures, and camping gear. A church camping program is Christian leadership in action--helping people to achieve desired goals.

Camp leadership is the key to a satisfying experience for campers. The quality of this experience will depend entirely on the type of leadership provided, for there is a close relationship between the quality of the counselor and the outcome in the life of a camper.²

It is important that great care be taken to find men and women who have the right type of characteristics and knowledge. The caliber of these men and women will influence the camper's life and personality. Our leaders

¹Boy Scouts of America, Scoutmaster's Handbook (New Brunswick, N.J.: Boy Scouts of America, 1959), p. 554.

J. A. Ledlie and R. D. Rochm, Handbook of Y.M.C.A. Camp Administration (New York: Association Press, 1949), p. 137.

must be examples. "Boys are influenced more by example than by precept. Character is caught and not taught."² Leaders must be good 'practicers' rather than good 'preachers'.³ "The counselor is a mirror in which the camper can see what the camp considers to be 'the model'.⁴

General Characteristics and Qualifications of a Camp Leader

A leader should be selected not because he is a great guy or because he has certain abilities, but because he can communicate well with those whom he serves. Not everyone with good characteristics and qualified abilities has what it takes to work within a camp program. There are people who cannot work with certain age groups or work in a camp setting, thus qualifications and characteristics are not all to be considered in picking a camp leader. A camp leader must be able to fit in, not to fill in.

What then are the essential characteristics of a camp director, administrator, counselor, or whatever name he may be called? Lewis C. Rumann gives the following characteristics that he thinks a camp worker should have.

The successful counselor is emotionally mature, experienced enough to have good judgment, has a natural love for children, and is attractive to them. He has a wholesome outlook, is enthusiastic and has a sincere purpose in life. Without resorting to coercion or physical or social punishment he is able to motivate children. He has interest and concern in the growth and development and happiness of each child in his care.⁵

²H. W. Gibson, Camp Management (Cambridge, Mass.: The Murray Printing Co., 1923), p. 7.

⁴Elmer F. Ott, So You Want to be a Camp Counselor (Michigan: The University of Michigan Press, 1958), p. 18.

⁵Lewis C. Rumann, The Successful Camp (Michigan: The University of Michigan Press, 1958), p. 111.

In a small pamphlet "Planning and Leadership" the editor Lynn Rahrbough breaks the qualities of leadership down into categories of self analysis. From these categories we can gain some insights in leadership characteristics.

Qualities of Disposition

- Ambitions: Am I eager to improve myself, to do better work, to reach a place of larger service?
- Attractive: Am I physically wholesome and attractive?
- Cheerful: Do I have a buoyant spirit; am I happy, alive, cheery?
- Enthusiastic: Am I so "enthusiastic" about recreation that it is contagious?
- Firm: Am I firm without being fierce?
- Forceful: Do I give the impression that I am capable and self-controlled?
- Generous: Am I generous in sharing with others?
- Sense of humor: Can I take a joke on myself?
- Industrious: Can I drive myself to work steadily? Am I able to stick to hard or unpleasant tasks until they are finished?
- Optimistic: Am I looking for and expecting the best? Can I make the most of unfortunate situations?
- Sociable: Am I a good mixer? Do I like companionship?
- Stimulating: Do I arouse the latent capabilities in others?
- Sympathetic: Do I have an outreaching heart?

Qualities of Mind

- Articulate: Am I able to express ideas clearly?
- Discerning: Am I able to size up people accurately?
- Fair: Am I fair and square?
- Imaginative: Am I original and inventive?
- Intelligent: Do I have horse sense?
- Open-minded: Am I unprejudiced, tolerant, willing to learn from all?
- Progressive: Am I ready to try out new ideas?
- Self reliant: Do I weigh the data on all sides and make up my mind independently?⁶

LaRue A. Thurston gives additional qualities of camp leadership.

- Systematic: He studies the plan for the program and follows the plan; yet he is able to improvise if necessary.
- Courageous: He has courage to stop violations of campfire discipline and check any impropriety or vulgarity.
- Objective: He is objective about giving and receiving criticism relating to the program.⁷

⁶Lynn Rohrbough, "Planning and Leadership" (Delaware, Ohio: Cooperative Recreation Service, 1933), p. 19-20.

⁷LaRue A. Thurston, Complete Book of Camp Programs (New York: Association Press, 1958), p. 26.

Character is a basic essential in a camp program administrator and also in his staff. Character often determines the effect and success of meeting the objectives of a camp program. Characteristic qualities are not the only essential traits needed in a camp leader. Qualifications, skills, and specialized knowledge are as important as personal leadership characteristics. A camp program administrator must have certain basic skills or knowledge. If he doesn't possess these skills, he should surround himself with staff co-workers who do possess them. What knowledge and skill are necessary for a camp leader?

It is important that a leader know general child psychology in order to understand the basic make-up of children and their needs. A knowledge of psychology will enable the counselor to plan activities, to motivate children, and to be aware of those who need extra counselling. "Leadership in reference to camping is closely related to guidance. It usually involves the ability to understand the needs of a group and to get the group to work with the counselor in the satisfactory meeting of those needs."⁸

Many campers come from cities where they do not have the opportunity to observe nature in her splendor. The camp program leader can show and teach children of the vast world of things about them. "A counselor who has some understanding of plants, animals, rocks, stars, and weather is able to demonstrate interest in things that can be seen and experienced."⁹ A leader with knowledge of nature can bring new meanings to lives of campers.

⁸Revel Benson and J. Goldberg, McGraw-Hill Series in Health Education, Physical Education, and Recreation (New York: McGraw-Hill Book Co., Inc., 1951), p. 45.

⁹Ibid., p. 46.

The safety of the campers are in the hands of their counselors. A leader must know what to do in case of an emergency. First aid is a must in a time of an accident. Safety and sanitation are necessary to prevent sickness and potential accidents. The knowledge and skills of first aid, safety, and sanitation provide for a safe camp.

In order to teach and demonstrate the how of living in the outdoors, a camp program director should have some basic skills and knowledge in campcraft. Skills such as cooking, firecraft, woodcraft, toolcraft, ropecraft, and others are of a necessity.

The counselor needs to have a reasonable amount of skill in the mechanics of living in the out-of-doors, away from the organized life at the main camp. It is desirable that he should be able to plan for a trip even for only a day or for overnight. When counselors are well qualified in these areas and related skills, they are much more valuable to the over-all camp program.¹⁰

Knowledge and skills in swimming, lifesaving, boating, and canoeing are a must around water. Boys are attracted by water. Their lives may depend upon the leader's ability and knowledge of water safety and rescue.

A leader needs to be able to tell stories that will light up the imaginations of the campers. He must be able to lead in songs, skits, and camp games. He must be the type who can "ham" it up and yet keep his own identity as the camp leader.

Good characteristics and qualified skills are what make up a potential leader, but this does not mean that he will lead. One's acceptance as a leader is derived from how others see you and accept you. Co-workers and those led determine if a person will lead and if his leadership will be

¹⁰Ibid.

fruitful or not. The place of leadership is determined by others. One needs followers if he is going to be a leader.

Characteristics from Other Points of View

From the viewpoint of those to be served

When picking out a leader, one must know if he has the traits that will be acceptable by those who will be served. Not everyone with good intentions and qualifications will be accepted by those who shall be led. Acceptance by the led determines the success of a program. What are some of the characteristics that young people look for in their leaders?

A graph found in the book entitled Psychology of Adolescence has a students' evaluation chart of likes and dislikes of characteristics of school teachers. Much insight can be gained from this graph and applied toward characteristics of camp leaders.

Good Traits

1. Has a genuine love for young people and enjoys being with them.
2. Has enthusiasm and drive
3. Is attractive and neat
4. Is generous in approval
5. Gets along well with others
6. Is fair and impartial
7. Has good sense of humor
8. Can accept pupils as they are
9. Identifies himself with pupils
10. Treats pupils as individuals
11. Understands adolescents
12. Adjusts to pupils by being friends with them
13. Helps individual students
14. Utilizes students' opinions
15. Wants pupils to express opinions¹¹

These are some of the traits that young people expect from their school teachers and probably so from their camp leaders. There are also some

Luelle Cole and Irma N. Hall, Psychology of Adolescence (New York: Holt, Rinehart, and Winston, Inc., 1970), p. 578.

leadership characteristics that students dislike.

Bad Traits

1. Is antagonistic towards youth
2. Is not vigorous and is sometimes sickly
3. Is boring and apathetic
4. Is sloppy in appearance
5. Is overly critical
6. Is quarrelsome
7. Is disorganized
8. Is intolerant
9. Has favorites
10. Lacks a sense of humor
11. Shows impatience
12. Is domineering
13. Rarely treats pupils as individuals
14. Pushes own opinions upon students¹²

Young people are looking for church camp leaders who are real and down to earth. They want someone who is genuine and is not putting up a front. Young people want to be accepted as themselves. They do want to relate to senior leaders, but are unwilling to be dehumanized by aggressive authority or to have their values belittled by elders.

"The leader is a genuine member of a group, not someone outside of it. . . His relationship to the boy is not one of authority, but of genuine cooperation."¹³

The play spirit is another important characteristic that youth look for in their camp leaders. "Wise is the counsellor and enthusiastically followed who can bring initiative to the planning of pleasant jokey ways of doing things."¹⁴ Youth like to do things differently. They are interested in the unusual, the dynamic, and the far out. A camp leader has to be far out in order to communicate across the generation gap.

¹²Ibid.

¹³Ledlie and Rochm, op. cit., p. 133.

¹⁴National Recreation Association, Camping Out (New York: The Macmillan Co., 1924), p. 552.

A good counsellor needs to have confidence in his campers. If this confidence is genuine, such campers will trust him as the leader of the group. Confidence in a person generates action, and things get done when this trust permeates each camper.¹⁵

The strength of a camp counsellor depends upon how he is accepted by those who he serves. The success of the program depends upon acceptance. "The strength of the counsellor's leadership resides in his power to satisfy desires and to create new desires in the members of his group."¹⁶ Leadership is determined from the view of those to be served.

From the viewpoint of the church

The church is interested in the qualification of a church camp leader, but more so in his spiritual qualifications. A camp leader is the one who helps to develop Christian values and morals in our young people. The church camp leader must be a person who is an example of the Gospel and a representative of the church. What are some of these qualifications of a good church leader that should be considered?

"Is he a born-again Christian, well grounded in the Word of God?"¹⁷ This qualification is a must. A born-again man is needed because he will be guiding our children in the things of God. He must know what it means to be saved so that he can be an example of God's saving grace. His influence may mean a life on earth and soul in Heaven. The qualification should not be compromised with any other skills or characteristics. The counsellor should be well grounded in the Word of God. The Word is the bread of life. The

¹⁵Ott, op. cit., p. 16. ¹⁶Ledlie, op. cit., p. 133.

¹⁷Johnnie Barnes, The Royal Rangers Leader's Manual (Springfield, Missouri: Gospel Publishing House, 1962), p. 4.

leader must know how to use the Word in nourishing others and himself.

The Word is the heart of leadership. It is the soul of the camp program.

"Is he loyal to the church?"¹⁸ A leader is a lover of the church. He is present when the doors are open. He supports the church with his daily prayers, cooperation, self giving, and tithing.

"Are his habits and ideals above reproach?"¹⁹ He is a man of integrity and righteousness. He does not drink alcoholic beverages, smoke, curse, read obscene literature, associate with worldly things that may hinder his testimony of Christ, nor do things that may make his brothers weaker in the faith. His habits and ideals must be above reproach.

"Does he like boys and enjoy working with them?"²⁰ A leader must like those whom he serves. He must be willing to give of himself and his means in helping boys. He must enjoy working with them. A man who is bored with children will not do a good job, nor provide the right Christian atmosphere. A leader must be a boy at heart. He must feel compassion for the boys as individuals and as souls.

"Does he have a consistent testimony in daily Christian living?"²¹ Testimony comes from the lips, the heart, and one's actions. A camp leader is a man who is a testimony in his home, in his play, in his church, and in his business. Testimony means that he is not behind in paying his debts. He is involved in community projects. He is ready to serve a good cause. He witnesses in word, deed, and life. His testimony is a light in his community. He is quick to stand for Biblical principles and the cause of Jesus Christ.

¹⁸Ibid. ¹⁹Ibid. ²⁰Ibid. ²¹Ibid.

"Is he able to lead and delegate authority?"²² A camp leader must be a man who is willing to lead in a democratic way. He is a man who is open to new suggestions and ideas. He can delegate authority so that others can share in the leadership. He is a person who is not selfish or threatening in giving out delegated authority.

"Does he possess good judgment?"²³ Good judgment is necessary. A leader must be able to make the right decisions in a Christian attitude. He must be able to weigh spiritual and carnal problems and facts. His judgments can affect the lives of boys and their camp program.

"Is he willing to accept responsibility?"²⁴ The camp leader is a man who is willing to accept responsibility and accountability. He will face up to his job and do it well. Many so-called leaders desire positions and the spot light, but they don't want the responsibility that goes along with a position. A leader must be willing to be responsible.

"Does he command the respect of other men?"²⁵ Respect by one's peers is a necessity to the camp program. If men don't respect the leader of a program, then they are likely not to support the program. Respect is earned and given. A leader must earn and give respect if he desires to be respected.

"Does he cooperate with the program of the church?"²⁶ A camp leader must realize that he and his program are part of the total church program. He must be willing to give and share with the total church program. Cooperation produces fringe benefits and less program fatalities. Cooperation produces better and healthier relationships, thus benefiting the total church program.

²²Ibid. ²³Ibid. ²⁴Ibid.

²⁵Ibid. ²⁶Ibid.

"Will he take leadership training?"²⁷ A leader who is not willing to take continuous leadership training is not a leader. He is a thief and a robber. Because of his refusal to take leadership training, he is making less of himself, of the program, of the church, of those whom he serves, and of the Gospel of Christ. Leadership training helps us to become what we can and should be. Leadership training means growth for all. To make something less than what it can be and should be is sin. A man who refuses to take leadership training should be prayerfully removed from office.

Good leadership is vital to the success of a church camp program. Dedicated Spirit-filled leaders, carefully chosen by the church deserve the hearty support and prayer backing of all departments of the church organization.

From the viewpoint of other leaders

It is most important that a leader can work with other people, especially other co-leaders. If a spirit of uncooperation prevails among co-leaders, the camping program will not run smoothly. The spirit of uncooperation will bring chaos to the program and even influence the campers in a negative way. The viewpoint of other leaders concerning a co-leader could mean the success or failure of the whole camp program. Barbara Joy says:

Cooperation and a friendly spirit among all leaders of a staff is a very necessary thing if a camp is to run smoothly. Campers are quick to discern signs of disagreement, cleavage, or lack of cooperation. Satisfactory relations between leaders depend on the attitude of each individual.²⁸

²⁷Ibid.

²⁸Barbara Joy, Camping Administration Leadership Program (Minneapolis: Burgess Pub. Co., 1957), p. 25.

Leaders expect certain qualities and characteristics in their co-workers. What are these expectations of other leaders?

Group integration.--This means a consideration of one's self as a vital part of the camp program. Others must be cooperative, unselfish, compatible to group objects, self giving, and self sacrificing. "The successful counselor is cooperative with other adults, avoids cliques in the staff, avoids criticism of others before campers and staff members."²⁹ "He will not be a 'one-man team', but will feel that he is a part of the entire camp organization."³⁰

Friendliness, tact and loyalty to each other.--In a group cooperation, leaders must display tact and friendliness because of their living and worship together. They must have a deep respect one for another. They must be loyal to each other. If this loyalty for one another disintegrates, the leaders may have some personality conflict. Loyalty to each other is what unifies the program efforts.

Privacy.--Working together sometimes breeds contempt and familiarity. Everyone deserves privacy in every relationship. Leaders must respect the property and the dignity of his co-workers. Borrowing equipment and materials should be minimized in order to avoid open conflicts. Respect of otherness and privacy is a must and a law of human relationships.

Self evaluation.--This refers to one's worth to the program's objectives and one's own objectives in terms with the good of staff and of the whole camp program. If a person feels that he cannot be of great value to the camp program or be productive, he should, out of respect for others, resign his

²⁹Reimann, op. cit., p. 111.

³⁰Ibid., p. 112.

post. The attitudes of self worth and self production towards others may determine how a person may benefit the program, the campers, and his co-workers. One's evaluation of self worth has a direct bearing on the relationship to others.

Open-mindedness.--The leader is willing to accept and try out new ideas over those of his own. He is willing to compromise self motives for the success of the program. He is open to constructive criticism.

Courtesy.--There must be a common courtesy among co-leaders. "Courtesy helps leaders to be cooperative, hard working, respectful, and friendly to and with other leaders. Common courtesy provides an atmosphere of a working relationship which unites a going team.

From the viewpoint of a camp administrator

The camp director has his own viewpoint on the qualities of camp leaders. He chooses personnel that he can work with and who can fill the gap of his lack of ability and skills in certain areas.

In choosing his staff the director will seek to surround himself with counselors who have skills he himself does not possess or cannot teach because of lack of time.³¹

What are some of the qualities and attitudes that a camp director expects from his assistants?

Dependability.--A staff member must discharge efficiently and promptly all camp duties that are assigned to him.

Self-confidence.--A camp director is far too busy to handle unimportant situations that a junior leader can handle. A junior leader must be able to handle and make decisions on his own ability and not bring petty worries

³¹Reimann, op. cit., p. 108.

to the director.

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Productive ability.--The co-leader must be able to produce. He must be willing to work until his duties are finished. He must have the energy to go beyond that which is expected of him.

Loyalty.--Loyalty is based on confidence. The staff is expected to be loyal to the director. They should try to see things through the eyes of a director. The director at times may not be able to explain every why. He expects his staff to follow orders.

The director will want in a counsellor staunch loyalty--to the director himself, to the camp as a whole, to her own duties and responsibilities; a loyalty that will put her very best into her immediate job, that will keep her spirit sympathetic and free from selfishness or an over-critical attitude; that once she has allied herself with the camp will make her a true representative and a most enthusiastic seller of the camp. The counsellor who brings to her job a loyalty to her own self--a sort of finely balanced selfishness--will have a poise in that itself will be a definite factor in her success.³²

"The director of the camp must have the unfailing loyalty of every leader. . . More camp failures are due to disloyalty of the leaders than any other cause."³³

Obedience.--The camp director expects that all leaders adhere to regulations, traditions, objectives, and ethical rules of life.

Responsibility.--It is expected of a leader to be consistent in his assigned responsibility. This includes giving of new ideas, constructive criticism, and methods that may help in the total camp program.

Promptness.--It is expected that all leaders be prompt at all meetings and be ready to fulfill their responsibilities and assignments.

³²National Recreation Association, op. cit., p. 557.

³³H. W. Gibson, op. cit., p. 7.

No extra privileges.--A staff member should not expect any extra privileges or favors that other co-workers do not have.

Christlikeness.--It is expected of the staff to illustrate Christian attitudes and graces in all their ordeals. They are expected to live and present a godly life in their work and life during the camp program as well as outside the program. Christian virtues are a must in all leaders.

IV. THE FINAL TEST OF LEADERSHIP

How does one determine if a camp leader is successful as a leader? It is not measured by a leader's qualifications or characteristics. It is not determined by the expectations or the views of others. It is not measured by the numbers of camp participants or quality of equipment. The success of a camp leader is measured by three ways. One is that he has met the objectives of the Christian camp program. He has made the program evangelistically centered within a camping environment. He has been a camping missionary that is reaching, teaching, and keeping youth for Christ.

Secondly, "the test of any person's work is how well it succeeds without him."³⁴ Part of leadership is to train others to lead and to take responsibility. The whole camp process is a leadership training program. Every leader teaches and learns from another. The success of a leader is measured by how well a program continues without the leader.

The last aspect of the test of leadership is how the program or leadership has affected the campers.

The final measure of a camp director's leadership and of his staff as a whole is determined by the effect the camp has had on the individual camper; what they carry away, over and above that which they brought to camp; and by the presence in the group as a whole, of what is called, for want of a better name, "camp spirit."³⁵

³⁴W. L. Howse, The Church Staff and Its Work (Nashville, Tennessee: Broadman Press, 1959), p. 109.

³⁵National Recreation Association, op. cit., p. 562.

V. LEADERSHIP ENLISTMENT

Where can potential leaders be found? How can they be enlisted into a camping program? The local church has already those who can serve in a camp program. Motivating these personnel for service is another thing. One reason that the church is lacking leaders for a camping ministry is because people are not trained, educated, or asked to serve.

Leadership can be found from various sources. The most productive sources of leadership that have been indicated by the Y.M.C.A. are:

- a. Former campers
- b. College and university students
- c. "Y" club leaders and part time staff
- d. Teachers and graduate students
- e. Students recommended by former leaders
- f. Laymen
- g. Ministers
- h. Parents³⁶

Other places to find leaders are from hunting and camping clubs, seminaries, Bible instructors, the unchurched, civic groups, and recreational departments. Leaders can be found anywhere. The church and the community are full of them. It is up to the church to reach, evangelize, teach, and train personnel for such a ministry.

³⁶Ledlie and Rochm, op. cit., p. 135.

VI. CONCLUSION

A Christian Post Chapel camp program is a necessity. This type of program helps to satisfy various secular and spiritual needs. It reaches, teaches, and keeps people in the church and in the Kingdom of God. A Post Chapel camping program provides an atmosphere of Christian leadership in action. The camp program is leadership and learning in process.

A new ministry calls for new types of leadership characteristics and qualities. Leaders must be found and enlisted to meet this new challenge. The Post Chapel has an unlimited outreach into the homes of our military and civilian population. A Post Chapel sponsored camp will give us an opportunity to minister in a greater and more effective way. A Post Chapel sponsored camp program will help us to minister to one another and to the total body.

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